School Incident Management Plan

St Joseph's Primary School
North Ipswich

Contents

Introduction

Purpose

The purpose of this Plan is to provide a framework for the school to manage incidents and, if required, escalate the response in accordance with the requirements contained in the Brisbane Catholic Education (BCE) Critical Incident Management Plan (CIMP). Some incidents can be managed within the school's available resources while others, such as a critical incident, require the application of BCE resources.

This Plan is designed to:

- enable the school to respond quickly, act decisively and manage incidents effectively
- reduce the impact of incidents on employees and students
- enable the school to escalate the response in accordance with BCE requirements
- protect assets
- minimise disruption to learning and work
- ensure the reputation of the school and BCE is protected.

While we take every appropriate precaution to ensure the safety of our employees and students, incidents can happen even the best prepared school. This Plan has been developed using principles of effective incident management:

- act immediately once an incident is identified
- concern for people first
- prevent further or continuing harm
- manage all stakeholders or groups affected by the incident
- report and communicate accurately and honestly
- take the lead in protecting reputation
- enable impacted activities to resume as quickly as possible.

This Plan is aligned to the CIMP, which is the lead plan during a critical incident.

Scope and objectives

This Plan applies to the management of our response to all incidents and to school employees, students, assets and facilities. The objectives of this Plan are to provide:

- clearly defined and documented instructions to support incident response
- common assessment for incidents aligned to the BCE risk management and business continuity framework to facilitate the activation and escalation of an appropriate response
- clearly defined incident management roles and responsibilities
- a clear demonstration to stakeholders that the school has an effective incident management capability.

Training and testing

Employees with specific roles or responsibilities will receive required training. It is a BCE requirement that familiarisation training be conducted at least annually. This must align to the training required by all employees on their relevant lock-down and evacuation processes. Team training must include scenario–based activities relevant to school operations and activities and consider the range of risks to which the school may be exposed. These scenarios must extend to exercises that test the team in realistic situations that include interaction with a range of potential stakeholders. The management of, scheduling of and reporting on the training of the SIMT and exercising of the SIMP is coordinated by the Principal.

Review of school processes

The school processes described in this Plan are reviewed:

- when improvements are identified in the normal course of business
- following an incident or issue, to incorporate any lessons learnt
- following exercises and other internal training activities to incorporate any lessons learnt
- after an organisational change which may affect membership of the SIMT.

Changes to school processes are approved by the Principal to ensure this Plan is implemented effectively.

Incident Management Framework

Overview

An incident requiring management can occur at any time. The severity of the incident determines the response required and may result in the school managing it under business as usual arrangements or by activating the SIMT.

A critical incident can occur through a sudden event or through a growing or escalating set of circumstances. Managing a critical incident effectively requires a significant degree of consideration and planning. The school ensures there is an appropriate response. Roles and responsibilities are assigned to capable and willing school employees who understand those responsibilities.

The school has a common approach to the assessment of an incident and this is supported with a clear escalation process to ensure the right level of response is activated. The SIMT must be activated for any critical incident.

School Incident Management Team

The SIMT manages the school's response to an incident and manages the ramifications of the incident including local stakeholders, media and community relations, and the welfare of employees and students. The SIMT structure is designed to provide a flexible and scalable team which can manage any level of incident. It is also designed to link to the CIMT should it be activated in response to a critical incident. The SIMT structure and its linkage to the CIMT are provided in the figure below.
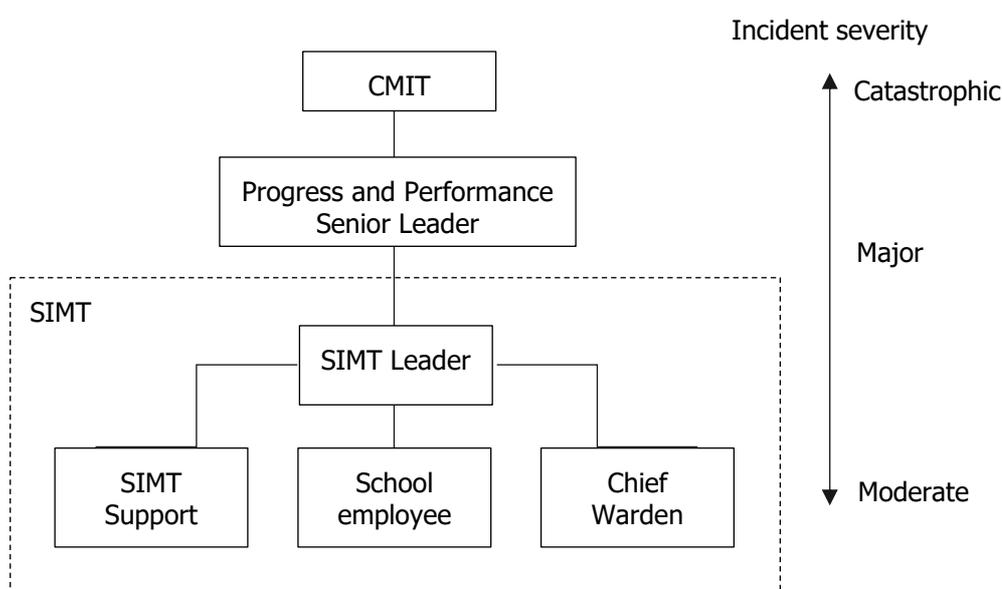
Roles and responsibilities

There may be a requirement for team members to cover some of the responsibilities of other members, particularly during the early state of activation of the SIMT. Therefore, it is important that all team members are familiar with their own responsibilities and the responsibilities of other SIMT members.

Role	Responsibilities
SMIT	• understanding and assessing the impact of the event on the school, students, parents, employees, stakeholders and reputation of BCE • prioritising and allocating school resources to the response • informing the Progress and Performance Senior Leader of impacts or potential impacts and the status of the response • considering new information and situation updates and making decisions as to the ongoing direction and priority of the response • conveying appropriate information to internal and external stakeholders as to the status of the situation.

Role	Responsibilities
SMIT Leader **(Principal or delegate)**	• management and decision making of our response initiate immediate actions to mitigate the incident • assess the situation in accordance with the Response Assessment Matrix (Appendix 2) • notify, and provide on-going updates to, Progress and Performance Senior Leader • ensure surge capacity to fill in SMIT roles • record the actions they take during the response • ensure all post-incident investigation and reporting requirements are met • facilitate a review of the incident to identify lessons learnt and process improvements.
School Incident Management Team Coordinator **(APRE or delegate)**	• set-up of facilities and equipment once an incident has been declared • management of team administration such as information management and catering • provide the SIMT with this administrative and operational support • set-up of the School Incident Management Centre (SIMC) • keep the SIMT Leader informed of new information or changes to the situation as they arise • maintain records that reflect the school's response.
Scribe **(ST-IE or delegate)**	• record information in the SIMT central log • assist the SIMT Coordinator with the management of incident response information.
On-Scene Coordinator (OSC) **(WHSO or delegate)**	This role would only be required for an emergency-based incident at the school. This role may also be required without the activation of the SIMT. The Chief Warden should assume this role for the period of the response. If the Chief Warden is not able to fulfil the role, the most senior employee near the scene should assume the role. The employee assuming the role of OSC is to notify the Principal that they are in the role and coordinating the incident scene. If the SIMT is activated in response to the incident, the OSC will report to the SIMT Leader. Responsibilities include: • oversee and coordinate the school response to an emergency • contact or confirm contact has been made with the relevant Emergency Service agencies • coordinate immediate first aid support • ensure the SIMT Leader is always informed of the progress of the response • account for all school personnel and notify the SIMT Leader of any persons believed to be missing • liaise with external agencies at the incident site • ensure the emergency scene is secured and preserved • oversee the management of affected school employees • record the actions taken during the response • obtain employee statements as soon as practicable after the incident is resolved • provide input into the post-incident investigation and reporting requirements.

Duty cards

A duty card for each of these positions is provided within this Plan (Appendix 11). Each card outlines the primary position holders and the actions that need to be considered on mobilisation, during an incident and after the SIMT is stood down.

School Incident Management Centre

The location of the SIMC will be selected based on an assessment of the situation. The SIMC will normally be located on the school campus, in the Principal's office. In certain circumstances, it may need to be located off campus. The SIMC is equipped with essential IT systems and equipment to support the SIMT in making timely decisions and communicating information and directions.

Incident management support

Progress and Performance Senior Leader

The Progress and Performance Senior Leader is the first point of contact for the school during an incident, particularly one that is serious and requires escalation to BCE Office (BCEO). The Progress and Performance Senior Leader will be the conduit between the SIMT and BCEO or the CIMT, should it be activated.

Head of Progress and Performance

During a critical incident the Head of School Progress and Performance must provide:

- support to the Progress and Performance Senior Leader
- advice to the CIMT
- notifications to General Manager - Communications and Marketing
- notifications to Executive Team
- post-incident support to the school.

Incident Response Procedure

The incident response process has six phases. Whilst shown as consecutive phases, during a real response to an incident there will be concurrent activities from different phases being undertaken.

1.Detect	2.Respond	3.Notify	4.Manage	5.Communicate	6.Close

1. Detect

Due to the range of potential incidents and issues, the school may have to manage, detection of an incident or issue may occur through a number of channels. This will include:

- emergency related alarms
- report from students, employees or community
- report from other BCE school
- police report
- BCEO contacts
- parish contacts.

No matter how an incident is detected initially, the Principal is advised of all incidents or issues so that the appropriate response can be enacted and, if required, notifications completed. School employees made aware of an incident report the situation to the Principal through their normal reporting lines to either confirm the Principal is aware of the situation or provide them with the details. The Notification Checklist located at Appendix 1 is used during this process.

2. Respond

Once a situation is detected the immediate response requirements are determined as soon as possible. The severity of the incident will dictate these requirements, as will the nature of the incident. The Principal, their delegate or the most senior school employee, assesses the situation and commence the priority response activities prior to proceeding to the next phase.

Emergency situations

An emergency situation, defined as an abnormal event posing a threat to the safety of students, employees, the environment, facility or asset, will require additional response considerations. The following actions are applied during an emergency situation:

- safety: ensure the safety of all persons in the area as a priority
- assess: determine what has happened and what is needed to manage the situation
- alert: ensure the right people know about the situation. This is focused on immediate requirements such as students and employees, Emergency Services and neighbouring properties
- secure: prevent unnecessary access to the site of the emergency until Emergency Services take control
- contain: stop the situation from getting worse if it is safe to do so
- support: provide any support to the responding Emergency Services agency.

3. Notify

Once the initial response activities have been initiated the next priority is to notify BCEO of the situation. The Response Assessment Matrix (Appendix 2) is a guide for the categorisation of an incident across BCE. Incidents are to be assessed against all impact areas. The impact area with the highest level of consequence dictates the appropriate level of response. Once the highest response level is determined, the response requirements detailed against that level must be completed.

The criticality of the incident will drive the speed and level of notification. Although common sense will generally guide the speed of notification, the chart below provides the minimum requirements expected.

Impact Level	Time notification to be completed within	
	School to Progress and Performance Senior Leader to Head of School Progress and Performance	Progress and Performance Senior Leader and Head of School Progress Performance to Executive Team
Moderate	One hour	Two hours
Major	30 minutes	One hour
Catastrophic	15 minutes	30 minutes

The first point of contact in this phase is the Progress and Performance Senior Leader. If unavailable, the next point of contact is the Head of School Progress and Performance. If unavailable, the notification is escalated to the General Manager - Communications and Marketing. The Head of School Progress and Performance or General Manager- Communications and Marketing confirm the assessment of the situation and, if required, notify the relevant Executive Team member.

4. Manage

During an incident, the SIMT manages a range of issues under stressful conditions with limited time. As well as being trained in their roles and utilising the various tools contained in this plan, the team:

- finds out the facts of the situation as they impact on the school and BCE
- prioritises objectives and responses considering our students, employees, school community and our reputation
- identifies all relevant stakeholders and keep them informed throughout the incident
- keeps the Progress and Performance Senior Leader and, if activated, the CIMT, informed of the situation.

A range of tools will assist us to manage the incident including:

Appendix	Contents
3	Agenda for an initial team briefing. The initial team briefing will ensure information is shared, verified and as many questions are answered as possible. At this point, lines of communication may be opened with key stakeholders (internal and external).
4	SIMT Actions Checklist. A range of things are considered in the initial stages of a response.
5	Agenda for team update briefing. A key element of the response is maintaining situational awareness. To ensure all team members are kept up to date with response efforts, regular update briefing sessions should be held. As a guide, update briefings should initially be held hourly. As the response effort continues, the Leader may alter the schedule of this timing, depending upon the circumstances or situation.
6	Log sheet. SIMT members should maintain a personal log from the moment they are notified of the incident until it is over. The personal log should contain all information received and actions taken during the response. In addition to personal logs, it is crucial that a central log is maintained by the SIMT. The SIMT Coordinator is responsible for ensuring the central log is maintained by a scribe. It will record the key actions, decisions and situational information relevant to the SIMT. The SIMT Coordinator is to ensure the SIMT Scribe has sufficient support to maintain the log effectively and to regularly review the log to ensure accuracy and currency of information.

Appendix	Contents
7	Status Boards. Status boards are used and maintained to accurately capture and record incident information. They cover the following areas: • Status board 1: Situation • Status board 2: Tasks and Information Requirements • Status board 3: Injury and Fatality Management.

Information

To effectively manage an incident the SIMT must obtain all necessary information, This may take a number of forms including verbal (in person, over the phone, or via the media), written (emails, notes, documents, and plans) or visual (maps, diagrams, pictures, videos or photographs). The SIMT gathers enough information to ensure good situational awareness that is current and provides an overall picture of the incident and everything that is happening associated with the incident.

5. Communicate

Detailed guidance on the management of communications to all stakeholders during a critical incident is contained in the BCE CIMP. This guidance can also be applied to non-critical incidents. During a critical incident the overall BCE communication response will be managed by the CIMT Communication Manager with guidance from the CIMT Leader and the Executive Director. The CMIT Communication Manager is responsible for the development of key messages for all BCE stakeholders.

School responsibilities

Issue	Action
BCE communication (internal and employee communications)	• relay all approved internal communications to school-based employees as directed by Communications and Marketing • provide information to the General Manager - Communications and Marketing / CIMT Communication Manager about the incident / issue and its impacts on people, assets, reputation • manage the passage of information between the school and BCE.
Student and parent communication	• using key messages approved by the General Manager - Communications and Marketing / CIMT Communication Manager, communicate with directly impacted students and parents at the school • manage students in accordance with BCE communication protocols • allocate employees to escort parents/carers arriving at site • keep the General Manager - Communications and Marketing / CIMT Communication Manager informed of parent activities.
Media management	• advise the General Manager - Communications and Marketing / CIMT Communication Manager of all local media activity • manage (not communicate with) on-site media • provide support to BCE media activities conducted at the school.
Stakeholder management	• manage stakeholders in accordance with BCE communication protocols • issue authorised information • keep the General Manager - Communications and Marketing / CIMT Communication Manager informed of stakeholder communication.

Spokesperson

Normally, the Executive Director is the primary official spokesperson for a critical incident. Depending on the situation and requirements, a delegate may take on this responsibility e.g. CIMT leader or member of the Executive Team.

The Principal is the primary spokesperson for school-based incidents, with support provided by the General Manager - Communications and Marketing or the CMIT Communication Manager, if the CIMT is activated.

Stakeholder management

When an incident, particularly a critical incident, affects a school community, those in that community will play various roles and encounter different experiences. The following model classifies the various groups of people who may be affected by the incident. This is a useful guide to identify those who are most likely to need assistance.

- People directly exposed to incidents. Those who suffer the full intensity of trauma including injuries, e.g. children, employees.
- Relatives and friends. Those who are grieving for the injured and affected, e.g. families, children, employees.
- Helpers/recovery personnel. Those who need help to maintain functional efficiency during the incident and to cope with the psychological effects, e.g. employees, school counsellors, administrators, emergency service personnel.
- School community. Those in the school community affected but not directly involved, e.g. other parents, employees or students.
- People indirectly involved. Others in the general community affected but not directly involved, e.g. those who could have been direct victims but were not because of chance or circumstances; those for whom stress is triggered as a result of the Critical Incident.

Stakeholder management supports the school in achieving objectives during an incident. Stakeholder management is a process and control that must be planned and guided by assigning priority and responsibility for engaging with stakeholders likely to become involved in an incident. Early and positive engagement can prevent negative messages being conveyed to the public or the media at a later date.

A range of tools will assist us to manage stakeholders including:

- Appendix 8. Stakeholder Assessment Tool
- Appendix 9. Sample letters to parents.

6. Close

The response effort ends when the SIMT Leader is satisfied that a coordinated incident response is no longer required. This will be done in consultation with the Progress and Performance Senior Leader. Once agreed, the SIMT is stood down.

If the CIMT has been activated due to the incident being declared critical, then the CIMT Leader will be responsible for declaring the end of the response. This is done in consultation with the Executive Director or delegate.

While the incident may be over, it is likely that certain areas will remain sensitive for some time and may require careful consultation and management. There may be a requirement to undertake ongoing activities following the immediate incident. These must be identified and the responsibility for them allocated to appropriate employees. Following a critical incident, there will most likely be involvement of BCEO in this process, such as the conduct of a communication project to protect or recover our reputation. Recovery may be able to start as soon as it is safe and practical to do so, and therefore the recovery may run in parallel with the response.

Post-incident review

A post-incident review is conducted following any activation of the SIMT, real or simulated. The review is conducted within 72 hours of the SIMT being stood down to ensure information and actions are fresh in participants' minds.

The aim of the internal review is to capture the strengths and weaknesses of the SIMT response, with the sole aim of improving the school's incident management capability. For the post-incident review to be effective, participants must provide solutions to problems raised, and allocate responsibility for agreed actions.

Debrief and counselling

A debrief should be held as soon as practicable after standing down the SIMT. This debrief should cover requirements for counselling or assistance under the Employment Assistance Program and general personnel support and management. A checklist for counselling SIMT members is contained in Appendix 10.

Report

The final activity in this phase is to provide a report on the incident. The report provides an overview of the incident, impact on the school, causal factors, outcomes from the post-incident review and actions taken to return to business as usual and remedy any findings. Once complete, the report is sent to the Progress and Performance Senior Leader. If required, it is on-forwarded to BCEO.

Relevant documents

The following documents are related to incident response:

- school emergency evacuation plan
- lockdown process
- campus map
- contact lists.

The list below details a range of BCE policies, procedures and documents which may need to be referred to or applied during the management of a critical incident.

- Student Protection Processes
- Student Behaviour Support policy and procedure
- Volunteer Student Protection Handbook
- Volunteer Code of Conduct
- The Role of a Student Protection Contact
- Weapons in Schools procedure
- Incident and Injury Investigation and Reporting procedure
- Suicide Postvention Guidelines
- Supporting Students in a Natural Disaster
- Management of Police Interventions in Schools procedure
- Management of Drug-Related Incidents procedure
- Preventing and Responding to Student Bullying in Schools procedure
- BCE Pastoral Care and Wellbeing Position
- Other Personnel Student Protection Handbook
- Other Personnel Code of Conduct
- Child and Youth Risk Management Strategy

This Plan does not remove the requirements laid out in these documents.

Definitions

Term	Definition
Critical incident	A critical incident is an event or issue, real or perceived, which threatens the operations, employees, students, families, stakeholders, reputation, trust and/or the strategic or business goals of BCE and/or its schools. Critical incidents may include: • natural disasters e.g. floods, fires, epidemic • community based incidents e.g. public transport tragedies • industrial accidents e.g. explosions, chemical spills • school-related incidents e.g. fire, laboratory accidents, bus crashes, serious playground or sporting accidents, school camp accidents, international excursion issues or extreme physical violence • threats against a school, office, students or employees e.g. bomb threats, weapons • serious criminal allegations against students or employees e.g. sexual abuse • alleged criminal activity e.g. drugs, assaults • sudden death of an employee or student or family.
Critical Incident Management Plan (CIMP)	The document that details the BCE critical incident management framework including the resources and tools used to manage a critical incident.
Critical Incident Management Team (CIMT)	The task-built team established by BCEO that manages the response and recovery effort in the event of a critical incident. This team can consist of operational, functional and specialist members depending upon the type of incident / issue and the breadth of impact on BCEO sites or schools.
Disaster	A serious disruption in a community where BCE operates, caused by the impact of an event, that requires a significant coordinated response by the State and other entities to help the community recover from the disruption e.g. a flood.
Emergency	An abnormal event posing a threat to the safety of students, employees, the environment, facility or asset at a BCE Office site or school, which can be brought under control using the resources and procedures for emergency response in place for the impacted BCEO site, school or facility.
Emergency Services agencies	Refers to the government and governing agencies that provide services covering all phases of emergency and disaster management. It includes, but is not limited to, police, Fire and Rescue Service, Ambulance Service, Emergency Management and Disaster Management Groups.
Incident	An event or circumstance that could have or did lead to unintended and / or unnecessary harm to a BCE employee or student and / or loss or damage to an office, school or facility.
Issue	An event or circumstance that could have or did lead to unintended and / or unnecessary harm to BCE's reputation, image or brand.
Lead Agency	The Emergency Services agency which, because of its expertise and resources, is primarily responsible for dealing with a particular situation.
Next-of-kin (NOK)	The person nominated to be contacted in the case of a person sustaining injury or losing their life.
School Incident Management Plan (SIMP)	The document that details the resources, processes and tools to be used by the school during a critical incident.
School Incident Management Team (SIMT)	The task-built team established by the school that manages the response and recovery effort in the event of a critical incident. This team consists of a number of school employees dependant on the available resources and needs, appropriate to the location and type of incident / issue and the breadth of impact on the school. This team will generally be supplemented by BCEO employees.

Support Tools

Appendix 1: Incident Notification Checklist

Notification taken by:	Time:
Notification provided by:	Time:

Incident/Issue Description	**Details**
What has happened?	
Where has it happened?	
When did it happen?	
What is at risk?	
Is everybody accounted for? Where are employees and students located? Are there casualties? Is the area secured from unauthorised access?	
Incident/Issue Status	
Is the situation contained or escalating? Is there potential to escalate?	
What are your objectives? What are you trying to make happen / prevent from happening?	
What actions have been taken? Who is taking these actions? What actions are planned next?	
Who is responding? What resources are being used?	
Do you have any advice on what the root cause of this incident/issue is?	
Additional Support	**Details**
Employees	
Resources	
Specialist equipment	

Appendix 2: BCE Response Assessment Matrix

IMPACT AREAS	IMPACT LEVELS		
	Moderate	**Major**	**Catastrophic**
People	• Injuries that require local medical treatment only, a Lost Time Injury (off work recovery required) or short / medium term health issues.	• Single or multiple injuries requiring immediate treatment off-site and hospitalisation, resulting in lost time of more than four days but no longer-term medical treatment required. • An employee or student has significantly breached a BCE policy or procedure. • A contractor has exposed school personnel to a safety risk.	• Single or multiple deaths or permanent disability to students or employees. • A suicide of an employee or student has occurred. • Person acting in threatening manner within the school or office or confirmed direct threat has been made against an employee or student. • Abduction or attempted abduction.
Assets	• Loss of an asset(s) of less than $1M. • Natural or man-made disaster threatens to cause a partial evacuation or closure of a school or office. • Part of a school or office is damaged or there has been theft of valuable items, equipment, trespass or graffiti.	• Loss of asset(s) of between $1M to $5M. • Natural or man-made disaster threatens to cause an evacuation or closure of a school or office. • A school or office is damaged, inaccessible or experiencing blackout or service restrictions.	• Loss of asset(s) greater than $5M. • Natural or man-made disaster causes an immediate evacuation or closure of school or office. • A school or office is destroyed (potentially by natural disasters, fire or malicious damage) or a number of BCE facilities are damaged, inaccessible or experiencing blackout or service restrictions.
Reputation	• Negative coverage in local media only. • Incident, event or practice leading to negative local community perception and concern of Catholic education but no or very limited media interest, may result in a small number of complaints from immediate community.	• Negative coverage in local and state media including radio and television coverage. • Incident, event or practice leading to negative community response that is broader than a local community and may attract short-term adverse local and regional media interest or activity and political interest.	• Negative national or international media coverage across all mediums. • Incident, event or practice causing significant impact on community that results in extreme community response that may include direct action against all or part of BCE.
Legislative Compliance	• Breach of regulations reported to authorities, potential investigation and possible fines for BCE.	• Major breach of legislation that will require regulatory attention including investigation and audit, fines likely for BCE.	• Negligent action identified, significant prosecution and fines, possible litigation or class actions brought against BCE.
Business Disruption	• Less than two weeks impact on School/Office operations. • There is a minor breach of the security of IT systems but no BCE content is exposed to external users. • There is loss of access to IT systems for a period within the planned Recover Time Objective.	• Up to one-month impact on School/Office operations. • There is a minor breach of the security of IT systems and some BCE content is exposed to external users for a short period. • There is loss of access to IT systems for a period longer than the planned Recover Time Objective but shorter than the	• Greater one-month impact on School/Office operations or indeterminate delay or stoppage. • Security of IT systems is breached and the BCE content or the personal data of employees and students can be accessed by external users.

IMPACT AREAS	IMPACT LEVELS		
	Moderate	**Major**	**Catastrophic**
	• There is a minor loss or corruption of data in in the BCE IT systems which will have a moderate impact on BCE operations.	maximum tolerable period of disruption. • There is a significant loss or corruption of data in in the BCE IT systems which will have a major impact on BCE operations.	• There is loss of access to IT systems for a period longer than the maximum tolerable period of disruption. • There is a catastrophic loss or corruption of data in in the BCE IT systems which will have an extensive impact on BCE operations.
Financial	• Financial loss up to $1M. • Fraudulent action by a single employee which can be managed through internal management processes.	• Financial loss of between $1M to $5M. • Fraudulent action by an employee(s) that requires involvement of external parties or agencies.	• Financial loss in excess of $5M. • High level fraudulent action by an employee(s) that requires significant involvement of external parties or agencies.
Student Protection	• Failure by school principals to ensure employees are trained in implementing the student protection processes • Failure by school employees to follow BCE's Student Protection Processes/respond to a student protection concern • Complaints by parents/other persons regarding non-compliance with Student Protection Processes	• NSSAB assessment that BCE Student Protection Processes do not comply with relevant section of Education (Accreditation of Non-State schools) Regulation 2017 • School failure to meet NSSAB accreditation requirements in relation to student protection • Major changes to legislated requirements on short timeframes impacting on capacity of BCE to modify database operations to perform critical student reporting functions to a State authority	• Abuse (sexual or physical) of a student by an employee • Failure by employees to report child abuse, resulting in a student experiencing significant harm (physical or other) and/or serious self-harm • School Principal or Archbishop or delegate charged by police for failure to fulfil mandatory reporting requirements of suspected sexual abuse under Education (General Provisions) Act 2006

Appendix 3: Initial Briefing Agenda

The first formal meeting of the team should be held as soon as possible after the team has been mobilised. This is a key briefing and will set the initial focus of the team. The primary outcomes of this briefing are that all key members of the team understand the situation, an initial plan is mapped out, and group tasks are allocated by the SIMT Leader.

Step	Elements	Who	Output
Situational awareness (who, what, where, when and why)	• What has occurred? • Who was involved? • Where has it occurred? • When did it occur? • Nature of incident/issue • Resources and assets activated • Current level of local response • Activities planned • What assistance is required? • Initial indications of the cause • Does this threat still remain?	Team Leader	Common understanding across team
Focus	• What is the initial focus of the CIMT actions?	Team Leader	Team direction set
Options	• Develop and rank response objectives • Broad courses of action available for response • Stakeholders relevant to the incident • Initial communication messages • Immediate response activities • Information requirements • Planning focus	All	• Team objectives set • Stakeholders assessed • Key messages identified • Initial actions set
Tasks	• Confirm actions taken so far • Assign tasks to each group leader	Team Leader	Organisational needs identified (employees)
Resources	• Currently committed • Additional resources required	All	Logistics requirements identified
Questions	• Questions • Confirmatory questions	All	Clarification
Timings	• Critical timings known • Initial response timeline • Next meeting	Team Leader	Deadlines set
Information	Confirm information recorded in log and on status boards	Team Coordinator	Accurate record kept

Appendix 4: SIMT Actions Checklist

Actions and considerations in the first six hours		
Action / consideration	Done	Remarks
Confirm the facts of the situation		
Confirm the assessment of the situation		
Decide the response required and the team required to manage the response		
Decide from where the SIMT will operate		
Activate the required personnel and set up the SIMC		
Commence a central SIMT log to record key decisions and information		
All team members to commence and maintain individual logs		
Conduct an initial SIMT briefing		
Contact the Progress and Performance Senior Leader to double-check that all relevant Executive Team members have been informed		
Identify key risks for the school and commence the incident response planning process		
Consider requirement for other specialist support and activate if required		
Notifying carers of the welfare of students/employees		
Notify key stakeholders as required		
Establish required security to control entry and exit to school and SIMT areas		
Identify a holding area for relatives to be intercepted and briefed about student/employee welfare. Ideally, relatives should be held in an area away from the impact site and students brought to them		
Identifying appropriate adults to brief the parents prior to contact with their children		
Provide instructions to reception on how to handle external calls		
Inform all school employees: • provide facts regarding the incident • outline the proposed management plan • let employees know how they will be kept informed • remind employees of need for confidentiality and how to handle requests from the media		
Plan for students to leave the site with parents/caregivers		
Plan for those students who are unable to leave the site because parents/caregivers are unavailable		
Advise other school or Parish worksites immediate to your location		
Contact Employee Assistance Program provider to gain advice re: suggested support for employees		
Identify priority tasks and information requirements and allocate to individuals		
Decide the SIMT objective, potential business or education delivery impacts and recovery considerations		
Identify WH&S legislative and reporting requirements		
Consider the cultural, political and legal situation. This may include who has jurisdiction and which Church and government agencies are relevant		
Determine frequency, timings and attendance for SIMT, update briefs and advise all team members		
What social media issues have been identified?		
Discuss communication key messages with the General Manager - Communications and Marketing / CIMT Communication Manager		

Actions and considerations in the first six hours		
Action / consideration	Done	Remarks
Identify the internal notifications required and develop appropriate employee notifications		
Update scripts for reception employees if necessary		
Meet regularly with reception employees to understand questions being asked by callers and potential issues arising		
Ensure all communication materials are approved by the correct method		
Continue to monitor media coverage of the incident		
If the incident appears it will last more than ten hours, plan and coordinate shifts for the SIMT members or establish a daily routine		

Actions and considerations in the longer term		
Action / consideration	Done	Remarks
Restore normal routine as soon as possible		
Encourage senior employees to facilitate the return to normal		
Provide opportunities for employees and students to inform management of issues requiring attention		
Continue to keep employees and students informed		
Identify processes to assist in tracking employee and student needs, subsequent intervention and decision making		
Establish a sacred space for prayer and reflection		
Coordinate counselling needs (determined in consultation with the Senior Education Officer – Student Wellbeing). Issues needing consideration are identifying groups requiring counselling including those absent at the time of the incident and allocating rooms for counsellors		
Activate a gifts/help register as appropriate to record the offers of help and gifts received		
Monitor media response to the incident		
Fulfil particular WH&S legislative and reporting requirements		
Contact the immediate family of hospitalised or deceased employees and students to offer support and determine their wishes with regards to other employees, media, funeral, etc.		
Plan for return to work of those that have taken leave due to impact of the incident		
Ensure SIMT wellbeing		
Allocate time/opportunity for employee and student conversation regarding concerns and identify practices that will assist in supporting the emotional wellbeing of the school community		
Arrange memorial service if necessary		
Keep employees informed through email, notifications and/or meetings		
Counsellor to alert Principal to changes in employee and student behaviour		
Monitor progress of hospitalised employees and students		
Monitor employees and students most affected		
Recognise that different cultural groups deal with trauma in different ways and it is necessary to consult with significant members of the relevant groups to negotiate appropriate processes		
If gifts/help register was activated respond to offers and distribute gifts as appropriate and send thank you messages		
Review school processes identified in this Plan to determine improvements for the future and modify as appropriate		
Review response to incident and effectiveness of current school processes. Improve school processes if necessary		

Actions and considerations in the longer term		
Action / consideration	**Done**	**Remarks**
Prepare a report to BCEO indicating date/place/time, situation, response etc		
Planning for formal and/or legal proceedings: • funerals • school gatherings / rituals / liturgical response • inquests • court hearings		
Alert employees and students to influences of anniversaries, inquest and legal proceedings		

Appendix 5: Update Brief Agenda

The following agenda provides the framework for each subsequent team meeting.

Date:	Time:	
Focus	Element	Who
What has changed? (Consider how the situation has changed since the last meeting)	Update on incident / issues	
What's been done?	Key actions over preceding period	
What's going to be done?	Response activities planned	
Current critical issues of priority	Identify critical issues and issues requiring certain priority Prioritise issues Allocate tasks	
Information required	Identify critical information requirements Consider time restrictions Plan information acquisition and allocate tasks	
Check the record	Confirm the Log and Status Boards are correct.	

Appendix 6: Log Sheet

Name:	Role:	Date:	Page no:

Time	Activity / event	Action required	Done

Appendix 7: Status Boards
Status Board 1: Situation

Description:	Location: Time of incident / issue:
	Senior BCE representative on site: Contact details:
	Local emergency services activated: Yes No Which agencies?
Impacts / issues: (Employees, Students, Operations, Environment, Community, Financial, Commercial, Media, Legal or Reputation)	Executive Director notified: Yes No
Team objective:	External support required? Who?

Status Board 2: Tasks and Information Requirements

Tasks / information requirements	Responsible	Due	Completed

Status Board 3: Injury and Fatality Management

Name	Area (office or school)	Current Location	Condition / Verified	Notification	Remarks
				Police NOK	
				Police NOK	
				Police NOK	
				Police NOK	
				Police NOK	

Appendix 8: Stakeholder Assessment Tool

Stakeholder	Relevant	Priority	Action required	Responsible	Due	Done
Employees	Y N	1 2 3				
Next-of-kin	Y N	1 2 3				
Students	Y N	1 2 3				
Parents/Carers	Y N	1 2 3				
Student Protection	Y N	1 2 3				
Contractors	Y N	1 2 3				
Suppliers	Y N	1 2 3				
Counselling	Y N	1 2 3				
Security	Y N	1 2 3				
	Y N	1 2 3				
Emergency Services agencies						
Police	Y N	1 2 3				
Police Media Unit	Y N	1 2 3				
Ambulance	Y N	1 2 3				
Queensland Fire and Emergency Services	Y N	1 2 3				
Hospitals	Y N	1 2 3				
Queensland Fire and Emergency Services	Y N	1 2 3				
Hospitals	Y N	1 2 3				
	Y N	1 2 3				
Media						
Media (local, state and national)	Y N	1 2 3				
Online media (including blogs)	Y N	1 2 3				
	Y N	1 2 3				
Other						
Local residents / neighbours	Y N	1 2 3				
Unions / employees	Y N	1 2 3				
Insurers	Y N	1 2 3				
Other interest / community groups	Y N	1 2 3				
	Y N	1 2 3				

Appendix 9: Sample Letters to Parents

EXAMPLE 1 (This should be modified to suit particular circumstances)

This letter has five functions. It tells parents or guardians:
1. the facts
2. What the school has done
3. The school's plan
4. How the students may react
5. How to get help

School Letterhead

Date

Dear Parents,

You may already be aware that there was a critical incident at a Year Nine outdoor camp.

Your sons and daughters may be affected, and we have made some plans to provide support for them at school if needed. I will advise you further of these shortly.

It would be best for school routine to continue as normally as possible and students should attend school regularly.

Reactions of students will vary. Should you or your child feel the need for professional help or counselling, please contact me or the school Counsellor, _____, who will be able to assist us during this time.

I will provide you with regular updates.

Yours sincerely

Principal

EXAMPLE 2 (This should be modified to suit particular circumstances)

School Letterhead

Date

Dear Parent/Caregiver,

It is with great sadness that I bring you the news that one of our Year 10 students, _____died yesterday/today/on Saturday/during the holidays.

We remember especially and pray for _____'s family and friends.

Today and over the coming weeks, you may be concerned about your child's reaction, or expressions of feelings about this unexpected loss. These reactions and feelings may be part of the grieving process.

Your child's behaviour may be different from normal. They may find it hard to concentrate and complete their schoolwork. They may be unusually quiet, or show displays of anger, or they may show very few reactions at all, particularly if they did not know _____. Following the death of a friend, the normal grief reactions can be very intense for children/adolescents. Each person experiences and copes with grief and trauma in different ways and intensities.

Your child may want to share his/her feelings with you. If your child shares his/her emotions and feelings with you, try to listen and to positively support them, even though this may be uncomfortable for you. If your child prefers to talk about this situation with friends, this is normal and is more likely to occur with young people.

Additional professional counselling has been made available at the school through a Support Centre that has been established. The school routine will continue as normal as possible. Your child may like to talk with a Counsellor, or Pastoral Care teacher, or Priest.

Such a loss can heighten a young person's emotions. The length of grieving can vary for each person. If you have any concerns, please contact a Counsellor or Pastoral Care teacher at school. They are available for support.

In dealing with death, we need to remember and cherish the value and dignity of life. Please pray for_____, that he/she will be at peace with God, and that _____'s family will be comforted and strengthened by the love of God and their community.

God bless

Principal

Appendix 10: Checklist for counselling SIMT members

Senior Education Officer - Student Wellbeing

On site of incident:

- liaise with the Principal and Progress and Performance Senior Leader to ensure clear communication among all officers while on site of incident
- act as a representative of the team to minimise interruption to their counselling time
- provide counselling and support as part of the team

Other:

- organise and facilitate regular follow-up team meetings relating to the specific incident
- facilitate communication (information flow) to team members relative to the specific incident
- write a report of the action taken by the team in relation to the incident
- encourage team members to participate in the team debriefing

Other Members of Response Team:

- provide counselling and support to students and employees, and parents, bystanders and those directly and indirectly affected by an incident during and after its occurrence as appropriate
- participate in the team debriefing following an incident
- provide debriefing to SIMT colleagues when necessary
- participate in training sessions and professional development that team members decide are necessary and relevant to the building and maintenance of knowledge and skill in the area of incident and critical incident management
- participate regularly in SIMT meetings
- be available to schools for advice and training in developing SIMPs
- liaise with other agencies to assist schools e.g. ACCESS, CHYMS.

Appendix 11: Duty Cards

Duty Card 1: School Incident Management Team Leader	
Position filled by the Principal or their delegate	
The position reports to the Progress and Performance Senior Leader	
Immediate Actions	
Confirm the facts of the situation (Appendix 1)	
Confirm the assessment of the situation (Appendix 2)	
Decide the level of SIMT activation and who will fill which roles	
Activate the SIMT and confirm the location it will operate from	
Start a personal log (Appendix 6)	
Proceed to the nominated SIMC	
Chair the initial SIMT brief and provide guidance to the SIMT members (Appendix 3)	
Identify interested and affected stakeholders and direct initial stakeholder engagement actions (Appendix 8)	
Direct response planning efforts and provide ongoing advice during planning	
Obtain additional resources or BCE support as required	
Advise the Progress and Performance Senior Leader, as required	
Review the initial actions completed (Appendix 4)	
During Incident	
Lead the SIMT and manage its response priorities	
Identify key risks for the school and BCE and commence the response planning process	
Ensure that all SIMT members are briefed and understand their individual and team responsibilities, and assess the ongoing need for additional specialist support	
Review the response by convening SIMT update briefings at regular intervals (Appendix 5)	
Set recovery and business resumption goals and provide ongoing advice during planning	
Consider insurance and legal aspects of situation	
Keep the Progress and Performance Senior Leader informed via regular updates	
Update employees when required	
Ensure active and ongoing engagement with all stakeholders in accordance with communication guidelines	
Continually review the actions completed (Appendix 4)	
Document all personal actions and decisions in a personal log (Appendix 6)	
Decide when the incident is over with the Progress and Performance Senior Leader	
Post-incident	
Identify post-incident actions and allocate responsibilities and deadlines e.g. investigations	
Chair the SIMT post-incident review and record all lessons learnt	
Ensure that all SIMT members are debriefed and provided feedback	
Confirm any lessons learned and improvements to the SIMP	
Review and approve any post-incident report	
Advise the Progress and Performance Senior Leader of post-incident review outcomes, if required	
Submit the post-incident report to the Progress and Performance Senior Leader	

Duty Card 2: School Incident Management Team Coordinator	
To be filled by a senior employee nominated by the SIMT Leader or delegate	
Reports to the SIMT Leader	
Immediate Actions	
Assist the SIMT Leader in activating the SIMT	
Confirm the preferred location of the SIMC with the SIMT Leader	
Proceed to the agreed SIMC location and ensure set-up is conducted as required	
Activate a scribe (may require more initially) and other administrative resources to support the SIMT	
Establish the SIMT log to document all SIMT actions and decisions (Appendix 6)	
Attend the SIMT initial team brief (Appendix 3)	
During Incident	
Keep status boards in the SIMC up to date	
Assist the scribe in maintaining a chronological log of events and make tape recordings as appropriate (pay special attention to times of significant activities and events)	
Regularly rotate scribes between log keeping, monitoring status boards and call taking	
Manage the flow of hard copy communications and oversee that copies are retained for the permanent log	
Provide administrative support to the SIMT Leader as required	
Check and manage the flow of documentation through the SIMT ensuring consistency, accuracy and approval as required	
Attend SIMT briefs and assist the Scribe in capturing key aspects of the brief and decisions made by the SIMT in the SIMT log (Appendix 5)	
Regularly collate the notes and logs from other SIMT members into the central SIMT log (Appendix 6)	
Regularly include current information from status boards into the central SIMT log (consider using digital photos of the status boards)	
Manage the collation of all documentation for follow-up investigation, compensation, insurance and litigation purposes	
Provide administrative, IT and catering support to the SIMT	
Monitor health, fatigue, morale and stress levels of the SIMT members and advise the SIMT Leader as required	
Post-incident	
Collect and file documentation from the SIMT	
Oversee that allocated post-incident follow-up actions are completed	
Participate in the SIMT post-incident review	
Contribute to the development of the post-incident report	
Refurbish the SIMC back to a ready state	

Duty Card 3: School Incident Management Team Scribe	
A pool of suitable employees must be trained so they can be drawn upon to fill this role	
Reports to SIMT Coordinator	
Immediate Actions	
Proceed to the SIMC	
Assist the SIMT Coordinator in the preparation of the SIMC	
Source additional administrative support as required to assist the SIMT in the maintenance of records and information management	
Start the SIMT log (Appendix 6)	
Attend the SIMT initial team briefing (Appendix 3)	
During Incident	
Maintain a chronological log of events paying special attention to times of significant activities and events	
Assist the SIMT Coordinator to keep status boards up to date	
Attend SIMT briefs and capture key aspects of the brief and decisions made by the SIMT in the SIMT log (Appendix 5)	
Maintain minutes of meetings and briefs and distribute to key stakeholders as required	
Regularly collate the notes and logs from the SIMT members into the central SIMT log (Appendix 6)	
Regularly include current information from status boards into the central SIMT log	
Alert other SIMT members to major changes, issues and outstanding actions	
Provide administrative support as required to the SIMT	
Proactively monitor all communications and record pertinent points as they arise	
Post-incident	
Assist with the collection and filing of all documentation from the SIMT	
Participate in the SIMT post-incident review	
Contribute to the development of the post-incident report	
Assist with refurbishing the SIMC back to a ready state	

St Joseph's Primary School: Evacuation Procedure (August 2020)

(If you are leaving the school grounds during the day, please advise office staff on departure & arrival)

1. Report Fire/Other emergency to office and alert persons nearby.

2. Secretary immediately informs Principal. Principal assesses situation and if necessary, initiates evacuation.

3. Fire alarm will be activated, sounds like 'WHOOP, WHOOP or air raid siren. (If alarm unavailable, the air horn will be used)

4. Secretary phones 000. (using own mobile phone)

5. Principal collects chief warden bag and megaphone from outside photocopy room then proceeds to main emergency communication point (bitumen area top of oval stairs) and meets Groundsman to initiate further action required to safeguard persons and property. Chief Warden waits for all Area Wardens to report in about their respective areas. If bitumen area top of oval stairs not available, meet at Hall entrance.

6. APRE collects Area warden's bag from outside the photocopy room, check the library then proceed to staffroom collecting 'blue playground oval bag'/First Aid Kit from staffroom to take to the assembly area. APRE also checks all toilets in staffroom, checks Music room and tuckshop then reports to Chief Warden on way to oval.

7. Secretary collects Visitors' Book/Volunteer Book/Emergency Contacts folder. Secretary collects Area Warden bag then checks photocopy room, back offices, office toilet and B Block classrooms on way down to communication point then reports to Chief Warden.

8. Staff in the finance area collect Area warden's bag from outside photocopy room then proceeds to communication point checking classrooms above the office, hall, OSHC and hall toilets then reports to Chief Warden.

9. WHSO will collect all left-over warden bags/megaphone, AED and check D block, students' toilets then proceed to main emergency communication point then reports to Chief Warden.

10. The nominated member of staff in E Block (Primary Learning Leader) to check all classrooms in E Block then report to Chief Warden.

11. All classes line up at classroom door – no books/bags are taken but teachers are to take their personal mobile phone. All to proceed to top oval via escape routes (as indicated on evacuation diagram near classroom door) closing doors behind. Parents on Tuckshop will evacuate to top oval.

12. In case the top oval is inaccessible or otherwise unsafe, assemble in church carpark.

13. Classes assemble on oval - students will be counted first. Then, if numbers are short, conduct a roll call. Communicate result to APRE 'All present & accounted for' – if not all present, alert APRE urgently. If unable to access oval, assemble in Church car park, Pine Mountain Road or Hall car park and report roll call result to emergency communication point (bitumen area top of oval stairs).
If access to all school areas is unavailable, proceed to Radio 94.9 diagonally opposite the school.

14. APRE is informed of any class, class members or adults who are missing and reports to emergency communication point at bitumen area top of oval stairs.

15. Specialist teachers (instrumental, small groups, speech therapist), and OSHC Staff to proceed to top oval with their students but then students must report to class teacher.

St Joseph's Primary School: Lock Down Procedure (August 2020)

(If you are leaving the school grounds during the day, please advise office staff on departure & arrival)

In the event of a lock-down procedure being required, a call should be made to the office. The alarm will be sounded using music 'Rolling in the Deep' (2 minutes approximately). If music has failed, the air horn will be used.

*On hearing the music, teachers should secure classroom doors and windows.

During Class time

*Switch off lights and fans.

*Assume threat is an intruder unless otherwise notified – instruct students to sit on the floor.

*Supervise all students and keep them quiet and calm. Tuckshop will also be closed up. Remain in room until notified by admin staff.

Staff in the office will contact each room to obtain information on persons located in that room. Please also include all adults in that room.

During playtime

* Students and staff on ovals proceed to bottom oval

* Students and staff on bitumen area proceed to prep rooms

* Students and staff in Library and Hall stay

* Staff in staff room stay

If you are on the oval, please ring the office on 3201 6188 with student and adult numbers. Staff and students are to remain secured until an all-clear message is given via intercom.

Toilets: students to make their way to nearest safe room – early years (staff are not to check).

After clearance has been given after lockdown, conduct a full evacuation to incorporate roll call.

If ovals are not available as threat is there, lockdown is to be nearest classrooms.

During Out of School hours

* Students and staff on ovals proceed to bottom oval

* If staff are in classrooms, please open them and call students in, then lockdown (lock doors, close windows)

* Students and staff on bitumen area proceed to nearest classrooms

Office staff will not be ringing rooms as there is no way to confirm who is or is not on the premises

If teachers/students are out on excursions, administration staff to ring staff member on excursion to advise lockdown has occurred and to find alternate safe area and wait for instructions.

Plan Dates			
Implemented	August, 2020	Next Review	March, 2022
Reviewed	March, 2021		
Policy Authorisation			
Principal	Mr Nic Constable	Signature	nic.constable@bne.catholic.edu.au